

Student Name _____

Ohio Achievement Tests



Reading Student Test Booklet

Large Print
May 2009

This test was originally administered to students in May 2009.

Not all items from the May 2009 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11:4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as public record.

This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

Acknowledgments

Reading

Selection 1: Harvesttime

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Selection 6: Casey's Braces

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Directions:

Today you will be taking the Ohio Grade 4 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each reading selection to understand what it is about. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
2. Read each question carefully. Think about what is being asked. If a graph or other diagram goes with the question, look at it carefully to help you answer the question. Then choose or write the answer that you think is best.

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3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
4. When you are asked to select the answer, make sure you fill in the circle next to the answer. Mark only one answer.
5. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.

Directions: Read the selection.

Harvesttime

by Susan Clement Farrar



“Kateli!” Kateli heard her mother calling from the doorway. She knew what Mamei wanted. It was Saturday afternoon and time to go to the baker’s house to get a loaf of *pyraghki* for supper. Her mother baked black bread every day, but *pyraghki*, a sweet, braided bread filled with meat or cheese, was a special treat after a week of hard work.



"I'm coming, Mameli," Kateli called.

As she approached the baker's house, Kateli could smell the fragrance of fresh-baked bread.

The people in the village all seemed to arrive at the same time and were pushing and shoving through the door to grab the biggest loaf. Kateli stood back and waited politely for them to take their pick of the pyraghki. Her mother had often told her to wait her turn and never, never to take the biggest loaf. "The smaller the loaf, the sweeter the taste," Mameli always said.

When Kateli finally stepped up to the table, there were only three loaves left, two large and one small. Kateli reached out, her fingertips lightly skimming over the large golden loaves. Then, remembering her mother's words, she picked up the small loaf and handed it to the baker to wrap.

"Thank you very much," Kateli said politely.

"You're welcome, little one," the baker answered with a smile. "See you next week."



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Kateli ran through the pine grove, the smell of the warm bread tickling her nose.

“Come, come, my darlings,” Mameli called from the doorway. “Supper is ready.”

The family ate slowly, enjoying their evening meal.

Summer came and went, and each Saturday Kateli went to the baker’s. Each time she waited politely and took the smallest loaf, paying the baker with the coin from her handkerchief.

When fall came, and the air turned crisp and cool, all the women in the neighborhood began to prepare their favorite dishes for the big harvest feast that would be held in the village square.

On the day of the feast, her mother sent Kateli to the baker’s to get a loaf of pyraghki. When the baker handed her the wrapped bread, Kateli thought it felt very heavy, but she was anxious to get home.

When she arrived home, she put on the beautiful flowered dress her mother had made especially for the



occasion. She helped her mother pack the food while her father hitched up the horse and wagon for the trip to town.

When they came in sight of the village square, they could hear the concertinas and fiddles playing a merry polka. Already some of the young people were dancing . . . skirts whirling . . . pigtails flying. The women were setting up long tables in the shade of the poplar trees. Everyone in the village was ready to celebrate after a summer of hard work.

Kateli's mother was at the head of the table slicing the many kinds of bread when suddenly — *Clang clang clang! Cling cling!* The clatter of coins filled the air.

"What's that?" exclaimed the people in astonishment.

"Well, I never . . ."

"I can't believe my eyes!"

Kateli had to stand on tiptoe to see what had



happened. Her mouth opened in amazement, for there, shining in the sunlight, were more coins than she had ever seen. They were spilling from the pyraghki her mother had just sliced!

“Why, it’s the pyraghki my Kateli bought from the bakery today!” Mameli said. “How could this be? Kateli! Where did you get these coins?”

Embarrassed, Kateli ran to her mother and hid her face in Mameli’s big skirt. Everyone was looking at her! Something was wrong. She had taken the smallest loaf as usual.

Suddenly the baker’s voice rang out.

“I put the coins in the bread! Every week Kateli stands back and waits politely while the rest of you push and shove to get the biggest loaf. I was sure she would take the smallest one, and she did! The coins are hers!”

For a moment no one spoke. Then everybody started to nod and smile.



“Hurrah for Kateli!” the people cried.

“The smaller the loaf, the sweeter the taste!”
laughed Mamel.

Directions: Use the selection to answer questions 1 – 10.

1. What is the theme of this selection?
 - A. Behave well and people will notice.
 - B. Greedy people get things first.
 - C. People have different traditions.
 - D. Friendship is more important than money.



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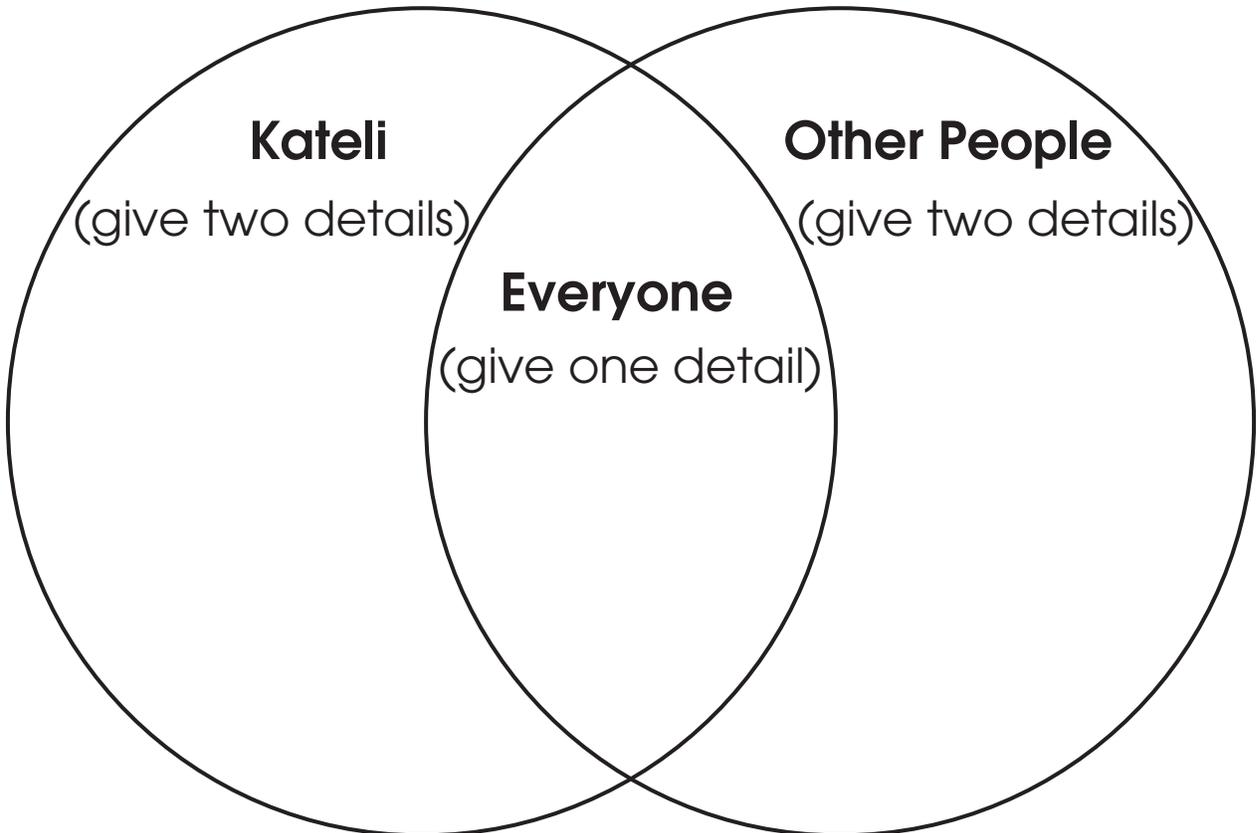
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2. Why does Mameli send Kateli to the baker's house?
- A. to get a loaf of black bread
 - B. to get a fresh-baked loaf of bread
 - C. to get the largest golden loaf
 - D. to get the last three loaves of bread
3. What lesson does Mameli want Kateli to learn when she says, "The smaller the loaf, the sweeter the taste"?
- A. It is not good to wait too long.
 - B. The baker puts more sugar in smaller loaves.
 - C. It is not a good thing to be greedy.
 - D. Sweet bread is not always very tasty.



4. Complete the Venn diagram to show how Kateli and the other people are alike and different at the baker's house.



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5. Kateli reached out, her fingertips lightly **skimming** over the large golden loaves.

What is a synonym for **skimming** in the sentence above?

- A. pushing
- B. lifting
- C. turning
- D. gliding



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6. Mameli was hardworking and wise. Complete the chart with examples from the selection to support this statement.

Characteristic	Support
hardworking	
wise	



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7. The people in the village all seemed to arrive at the same time and were pushing and shoving through the door to grab the biggest loaf.

In the sentence above, what is the author telling you it is like in the baker's house?

- A. It is crowded with rude people.
 - B. It is very calm with few people.
 - C. It is full of quiet hungry people.
 - D. It smells of sweet warm bread.
8. On the day of the harvest feast, what does Kateli think about the pyraghki she brings home?
- A. It is small.
 - B. It is heavy.
 - C. It is sweet.
 - D. It is fresh.



9. Kateli ran through the pine grove, the smell of the warm bread **tickling her nose**.

What does the author mean when she says the bread was tickling Kateli's nose?

- A. She can smell the bread all the way home.
- B. The heat from the bread burns her nose.
- C. The bread reminds her it is suppertime.
- D. She thinks the bread smells funny.



10. Kateli had to stand on tiptoe to see what had happened. Her mouth opened in **amazement**, for there, shining in the sunlight, were more coins than she had ever seen.

Which phrase in the sentences helps explain the meaning of the word **amazement**?

- A. more coins
- B. mouth opened
- C. stand on tiptoe
- D. shining in the sunlight



Items 11–19 have not been slated for public release in 2009.

On the May 2009 Grade 4 Reading Achievement Test, items 20–25 are field-test items, which are not released.

Items 26–35 have not been slated for public release in 2009.

Directions: Read the selection.

Casey's Braces

By Deb Manske



Kevin stopped sharpening his pencil. Sarah stopped practicing subtraction at the board. Wendy stopped reading aloud. Ms. Jacobs looked up from her book. Everyone stared at Casey.

Casey stood in the classroom doorway. She knew they were all looking at the thing on her head. She



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wanted to run away from all the stares. But Ms. Jacobs called her.

“Come in, Casey. Your mother phoned and told me about your surprise.”

Casey came slowly into the room.

“Sit here beside me,” said Ms. Jacobs. “You and I have stories to tell!”

Casey sat. Ms. Jacobs put an arm around her.

“I bet you feel uncomfortable right now,” Ms. Jacobs said. “Well, I think you were very brave to come to school wearing your new **headgear**.”

Casey had been afraid everyone would think she looked silly. But now Ms. Jacobs sounded so kind and understanding. And no one was giggling anymore. Casey started to feel better.

“It does look silly,” Casey said. “It doesn’t feel too great either. Know what else? I can’t chew gum for six months!”



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“I know how that feels,” said Ms. Jacobs. “When I got my braces, I had to stop eating taffy!”

“You had braces?” asked Kevin.

“I sure did!” Ms. Jacobs said. “I’ll show you some pictures to prove it!”

She passed her pictures around.

“You’ll never guess what my nickname was,” Ms. Jacobs said.

“**Tinsel** teeth?” David Anderson tried.

“Metal mouth?” asked Wendy.

Ms. Jacobs walked to the board. In big white letters, she wrote “Jawbreaker Jacobs.” Under the name, she taped a picture of herself wearing braces. Then she reached for her camera.

“Casey, you are the first student in our class to have braces,” said Ms. Jacobs. “I want to tape a picture of you next to mine. Then we’ll have a nickname contest for you. You will judge the winner.”



Ms. Jacobs turned to the class.

“Whatever name Casey chooses is the only nickname she can be called,” she said. Everyone could tell that Ms. Jacobs meant what she said.

Later, Ms. Jacobs chose the best ideas she had collected from the class. Casey took the ideas home to make her choice.

The next morning Casey went to the board. In big white letters, she wrote the name she had chosen.

Ms. Jacobs smiled. “I think you made the perfect choice,” she said. “We’ll all be happy to call you ‘Casey.’”

Word Bank

headgear — a piece of equipment worn to straighten the teeth

tinsel — a glittering thread, strip, or sheet of metal



Directions: Use the selection to answer questions 36 – 42.

36. This selection is an example of what genre?
- A. folktale
 - B. nonfiction
 - C. realistic fiction
 - D. science fiction
37. Which summary of the selection is correct?
- A. Students learn how books can help with real-life problems.
 - B. A teacher helps a student cope with a real-life problem.
 - C. A class accepts a new student who is feeling nervous.
 - D. A teacher introduces a new student to the class.



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38. Who is the narrator of the selection?
- A. someone who is not one of the characters in the story
 - B. Casey, who tells the story in her own voice
 - C. a student named David Anderson
 - D. Ms. Jacobs, Casey's teacher
39. Why do all the students stop what they are doing at the beginning of the selection?
- A. They are trying to think of names for the nickname contest.
 - B. They are listening to Ms. Jacobs at the front of the class.
 - C. Casey is trying to get their attention.
 - D. Casey looks different today.



40. Which of Ms. Jacobs' actions shows that she is understanding of Casey's problem?
- A. She looks up from her book as Casey enters the classroom.
 - B. She shares her own story about having braces.
 - C. She calls Casey into the classroom.
 - D. She talks about Casey's mother.



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41. “Then we’ll have a nickname contest for you. You will **judge** the winner.”

judge /juj/ v. **1)** to settle a fight or an argument
2) to blame or criticize **3)** to decide who or what wins **4)** to listen to a court case

Which definition of the word **judge** is used in the second sentence above?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4



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42. How will other students in Ms. Jacobs' class feel if they have to get braces in the future?
- A. They will feel embarrassed about their nicknames.
 - B. They will be afraid everyone will make jokes about them.
 - C. They will be relieved that their teacher will not talk about it.
 - D. They will feel at ease because of what happened with Casey.



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